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ABSTRACT

NCLEnotes is published twice yearly by the National Clearinghouse for ESL Literacy Education and the Center for Applied Linguistics. Volume 8 includes the following articles: "Speaking of Pronunciation" (MaryAnn Cunningham Florez); "NCLE Coordinates ESL Research Priorities"; "Reading in English"; and "A Standards Sampler." The regular features, "Resource Updates"; "News Notes"; and "NCLE Publications," are also included. There is also a special article on efforts to reach out to language minorities for Census 2000. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

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NCLE notes

NATIONAL CLEARINGHOUSE FOR ESL LITERACY EDUCATION

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Vol. 8, No. 1 • Spring/Summer 1999

NCLEnotes

NATIONAL CLEARINGHOUSE FOR ESL LITERACY EDUCATION www.cal.org/ncle

Speaking of Pronunciation

by MaryAnn Cunningham Florez, NCLE

Research has contributed important data about factors that can influence the teaching and learning of pronunciation skills. Consider the following factors:

Age. Views about the impact of age on language acquisition and specifically on pronunciation are varied. Some researchers argue that, after puberty, lateralization (the assigning of linguistic functions to the different brain hemispheres) is completed, and adults' ability to distinguish and produce native-like sounds is more limited. Others refer to the existence of sensitive periods when various aspects of language acquisition occur, or to adults' need to re-adjust existing neural networks to accommodate new sounds. Most researchers, however, agree that adults find pronunciation more difficult than children do and that they probably will not achieve native-like pronunciation. Yet experiences with language learning and the ability to self-monitor, which come with age, can offset these limitations to some degree.

Prior instruction. Prior experiences with pronunciation instruction may influence learners' success with current efforts. Learners at higher language proficiency levels may have developed habitual, systematic pronunciation errors that must be identified and addressed.

Aptitude. Individual capacity for learning languages has been debated. Some researchers believe that all learners have the same capacity to learn a second language because they have learned a first language. Others assert that the ability to recognize and internalize foreign sounds may be unequally developed in different learners.

Learner attitude and motivation. Nonlinguistic factors related to an individual's personality and learning goals can influence achievement in pronunciation. Attitude toward the target language, culture, and native speakers; degree of acculturation (including exposure to and use of the target language); personal identity issues; and motivation for learning can all support or impede pronunciation skills development.

Native language. Most researchers agree that learner's first language influences the pronunciation of the target language and is a significant factor in accounting for foreign accents. So-called interference or negative transfer from the first language is likely to cause errors in aspiration, intonation, and rhythm in the target language.

The pronunciation of any one learner might be affected by a combination of these factors. The key is to be aware of

Continued on page 8

inside

Resource Updates ____ 2
News Notes ____ 4
Census 2000 ____ 5
NCLE Publications ____ 7

NCLE Coordinates ESL Research Priorities

"What we don't need is yet another research report gathering dust on a shelf." Although this sentiment is voiced energetically at times, the hunger for research about teaching and learning will not go away. Educators want research that will help them teach better. Sometimes, they conduct the research themselves.

Teachers these days are more involved than ever before in collecting and analyzing data about their work. Adult educators are tackling research questions in their classrooms and forming research networks. Research is being demystified at the same time as its importance is reemphasized. Now, perhaps, is a good time to take a look at what we know and what we don't know about teaching English literacy to adults. What research *has* been done, and what has it told us? Two years in the making, with input from many in the field, *A Research Agenda for Adult ESL*, jointly published by NCLE, the National Center for the Study

Continued on page 6

Resource Updates

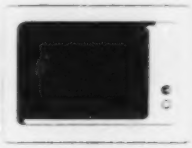
Low-cost materials designed to deliver health literacy through adult education programs are now available from NIH's National Heart, Lung and Blood Institute. The **Salud para su Corazón** (Health for your Heart) initiative has produced a series of eight easy-to-read brochures teaching heart health in both English and Spanish, a recipe book in the two languages featuring heart-healthy dishes, heart health videos in Spanish, self-help guides in English and Spanish, and heart health curricula. Call (800) 282-9126 to receive a free set of booklets. The Institute invites you to reproduce as many additional copies as needed or order more from (301) 592-8573. You can also download publications from www.nhlbi.nih.gov/nhlbi/cardio/latino/latin_pg.htm.

A useful resource in these days of systemic change is ***Performance-Based Curricula and Outcomes: The MELT Project Updated for the 1990s and Beyond*** by CAL's Allene Guss Grognet. This work updates the listening and speaking competencies compiled by CAL's Mainstream English Language Training (MELT) project of the early '80s. Its four sections include an introduction, the core curriculum, student performance levels, and a section on assessment and accountability. Order a free copy from the Spring Institute for International Studies (303) 863-0178 or get it from the Web at www.springinstitute.com/elt/. Also available from the Spring Institute is **English Language Training Program Self Review: A Tool for Program Improvement**.

National Conference on

Heritage Languages in America

Check the Center for Applied Linguistics (CAL) website at www.cal.org/heritage for information on the first **National Conference on Heritage Languages in America** coming up in Long Beach, CA in October 1999.



Recent and upcoming **telecourses and video series** for adult learners are profiled below. Most include print materials to accompany the videos.

- ***On Common Ground*** is a series on U.S. history and government that focuses on citizenship. Produced by Intelecom, with funding from the Immigration and Naturalization Service (INS), it is being shown on selected public TV stations through August 21, 1999. The series shows students how to exercise their rights and responsibilities as citizens. Contact your local public TV station to find out about broadcast plans in your area. Read about the program at www.pbs.org/adultlearning/als or contact Intelecom at www.intelecom.org or (626) 796-7300 or by e-mail at customerservice@intelecom.org.

- ***Crossroads Café***, another series by Intelecom that was broadcast on public TV, was funded by the U.S. Department of Education and several states. It can be accessed at literacy resource centers and libraries or purchased from Intelecom at www.intelecom.org/cafe.html or (626) 796-7300 or by e-mail at customerservice@intelecom.org.

- ***Connect with English*** will be broadcast on public TV in June 1999. It consists of 25 segments, following events in the life of a young woman who leaves home to pursue her dream of a musical career in San Francisco. The *telenovela*-style series also includes study guides for classroom work, home viewing guides, and optional readers. It was produced by WGBH-Boston. Information about how to order a preview kit is available on the Web at www.pbs.org/adultlearning/als/publication/guide/cwen.htm.

- ***TV 411***, produced by the Adult Literacy Media Alliance (ALMA), is a series of 26 literacy videos in which a gallery of characters and situations interact. Designed for native English speaking audiences as well as English language learners and centered on the themes of parenting, health, and personal finance, each episode includes celebrities, personal stories, and recurring characters. For example, in *Laverne*, actress Liz Torres

plays a store clerk who helps a customer calculate how many diapers to buy for his triplets for one week's use. *TV 411* is scheduled for national distribution in 1999. More information is available at www.edc.org/ALMA/or by e-mail from alma@edc.org.

Upcoming

- ***Workplace Essential Skills***, produced by Kentucky Educational Television (KET), will be aired on PBS. For more information, visit www.ket.org/ or call (800) 354-9067.

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Magazines are useful not only for classroom collage projects—some of them should stay intact for awhile as teaching resources. Here are two newcomers:

American Language Review is published bi-monthly. Recent issues have looked at topics such as bilingual language policy in the United States, Intensive English Programs, TESOL master's programs, and what's current in ESL/EFL publishing. Departments include summaries of world news related to English language teaching, book reviews, and a column on using technology in the classroom. Subscriptions are $19.95 for one year (6 issues) from Delta Systems, Inc., 1400 Miller Parkway, McHenry, IL 60050; (800) 323-8270; (815) 363-2948 (fax); www.delta-systems.com. A sample copy is yours for the asking from Delta.

ESL Magazine offers information to ESL/EFL teaching professionals from the elementary to the adult level. Regular columns provide book and materials reviews, interviews, news in brief, discusions of technology use in the classroom, and tips for using the Web in the classroom. Published bi-monthly. Subscriptions are $16.95 per year (6 issues) from ESL Magazine, 220 McKendree Avenue, Annapolis, MD 21401; (410) 570-0746; (410) 810-0910 (fax); eslmagazine@ compuserve.com (e-mail). The magazine also sponsors a website at www.eslmag.com.

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Faces of women tell the story of Laubach Literacy's international work.

Laubach Literacy's **Women in Literacy/USA** awards grants to literacy and ESL providers so that women learners can, in the words of coordinator Jane Hugo, "use improved literacy skills as a tool for collective action." Women in Literacy is offering sets of notecards that feature images of women served by its international program. Proceeds benefit the program. To order, call (800) 448-8878.

The **Women and Literacy** e-mail listserv was launched earlier this year as a forum for discussions about women and literacy and all of the intersecting issues. To join, or to look at recent postings, go to the National Institute for Literacy (NIFL) website at www.literacy.nifl.gov and choose <Literacy Forums and Listservs>.

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News Notes

TESOL Defines Quality Programs

A draft of Adult Education Program Standards was presented at the March 1999 Teachers of English to Speakers of Other Languages (TESOL) convention in New York. Developed by a TESOL task force, it is due to be finalized this summer. The document identifies key criteria of a quality adult ESL program in the following areas:

- program structure;
- administration and planning;
- curriculum;
- instruction;
- recruitment, intake, and orientation;
- retention and transition;
- assessment and learner gains;
- staffing, professional development, and staff evaluation; and
- support services.

These criteria, expressed as indicators of program quality, reflect characteristics of effective performance, taking into account the various types of ESL programs that exist.

For each area, the document also identifies at least one example of a measure—a tool to determine the extent to which an indicator is present or achieved—and a performance standard—the level of acceptable performance. These are not meant to be prescriptive, but rather a springboard from which to adapt and implement elements of quality that fit local goals and needs.

The document was posted on the TESOL website (www.tesol.edu) for comment until mid-May. Feedback received at the convention and since then is being incorporated into the final revision which will be reposted on the site sometime this summer. For more information, contact John Segota at TESOL by e-mail at john@tesol.edu.

Citizenship Initiative Unlikely to Succeed

The Clinton administration's Fiscal Year 2000 budget request to Congress includes a $103 million increase in adult education state grants (money that funds many adult ESL programs) and $70 million in Common Ground Partnerships which aim to improve English literacy skills and knowledge about the rights and responsibilities of American citizenship. The Common Ground initiative, a new program, would require authorizing legislation and, at press time, has little visible support in Congress. Policy analysts say also that funding for new programs in unlikely this year. Increased funding for existing programs such as state grants may even be a challenge. Contact your Congressional representatives' offices for additional information.

For regular policy updates, visit the National Institute for Literacy website at www.nifl.gov.

More Enroll in Adult ESL

The Department of Education's latest data show that English language programs continued to represent a greater share of overall enrollment than either adult basic education or adult secondary education in 1997 and that 1,848,055 adult students took English as a second language (ESL) classes. ESL enrollments made up almost half of all 1997 adult education enrollments, up from 39% in 1996 (but down from the high of 54.1% in 1993). Almost two thirds of the ESL total was from California, a rate that has held steady over most of the decade.

NCLE Funding Update

In our tenth year, NCLE is pleased to report that we have received bridge funding from the Office of Vocational and Adult Education (OVAE) at the U.S. Department of Education, to continue to provide services to adult ESL educators and others. We are cautiously optimistic that there will be funding beyond 1999 as well.

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Effort Reaches Out to Language Minorities

In less than a year, Census 2000 forms will be in the mail. This time, the Census Bureau is making a special effort to reach out to groups that have been undercounted in past census efforts, including people whose primary language is not English. This is crucial because census results are widely used to allocate funds for language minorities and other groups. The Census Bureau is launching the Census 2000 Language Program to provide information and to overcome language barriers that might prevent any individual from full participation in the decennial census. Census 2000 Language Assistance Guides will use visual aids to assist respondents completing the Census 2000 questionnaires. Information about language(s) spoken at home is part of what is collected by questionnaires, which will be available in Spanish, Chinese, Tagalog, Vietnamese, and Korean.

For general information about the Census, go to the Census Bureau's website at www.census.gov/ and choose <Census 2000>. Articles on the site that will interest ESL educators include "In Any Language, the Census is Important," "Working Along With Migrant and Seasonal Farmworkers," and "Race, Hispanic Origin, and Ancestry."

Don't hide your light under a bushel!

Have you ever worked hard on a paper, conference presentation, lesson plan, curriculum, research report, program description, or program evaluation only to find it languishing on a shelf or in a file drawer a short while later? Have more of an impact by sharing this work with others in the field of adult ESL! Send it in now for the ERIC (Educational Resources Information Center) database.

When you do this, you contribute to one of the most visible and accessible sources of education information and you make your own work more available to colleagues throughout the world. (Having work in ERIC does not affect your copyright or reproduction rights.)

And, even if you post your work on the World Wide Web, are you sure people will be able to access it in 5 years from the same site? In 15 years? ERIC provides a reliable permanent archive for what you've produced.

As an adjunct ERIC clearinghouse, NCLE collects and evaluates materials for the ERIC database. We identify high quality resources, strengthening ERIC in the area of language and literacy education for adults and out-of-school youth learning English.

To submit something you've written to the ERIC database, contact MaryAnn Florez (maryann@cal.org) at NCLE. Or send a clear copy of the document and a completed ERIC Reproduction Release Form (you can download one from the World Wide Web at http://ericfac.piccard.csc.com/submitting.html#errp) to MaryAnn's attention.

For more information about ERIC, visit Access ERIC's website at www.accesseric.org or e-mail accesseric@accesseric.org.

NCLE's Miriam Burt and Carol VanDuzer meet and greet people at the 1999 TESOL convention. NCLE publications were quite popular.

Research Priorities from page 1

of Adult Learning and Literacy (NCSALL), and TESOL, presents that overview in a useful framework.

The document (available on the Web at www.cal.org/ncle) identifies five areas for research—the adult English language learner, program design, teacher preparation, instruction, and assessment. At the March 1999 TESOL convention in New York City, a panel of experts assembled by NCLE staff discussed a major issue in each area. Discussants then provided critiques. Following are key points from these presentations:

Panelists

- ***Characteristics and needs of adult English learners***
  Gail Weinstein, San Francisco State University

Adult learners in ESL programs are a heterogeneous population that bring to class rich knowledge and skills. Are they simply recipients of teaching or participants with teachers in learning and research? How can we foster communities of learners within classrooms?

- ***Program design and instructional content and practices***
  Elsa Auerbach, University of Massachusetts at Boston

Learners as well as researchers need to conduct research on programs and to have a stake in the design and uses of the research. How do we know which program types, approaches, and practices are most effective with which groups of learners?

- ***Teacher preparation and staff development***
  Jo Ann Crandall, University of Maryland, Baltimore County

We need extensive analysis of the needs of teachers (through questionnaires, surveys, and listserv solicitations) as well as case studies of innovative professional development models.

- ***Learner assessment and outcomes***
  Heide Wrigley, Aguirre International

With the current focus on learner outcomes (e.g., in the National Reporting System), we need to reconcile what we are able to measure, and what standardized means of measurement exist, with what it is important for learners to be able to do.

- ***Policy***
  John Comings, NCSALL

Federal, state, and local policy will always affect research and practice. We need a long-term, coordinated research effort that looks closely at instruction as well as at outcomes.

Critiques From Discussants

- ***Community perspective***
  Klaudia Rivera, Long Island University

Research needs to take into consideration the point of view of the learners themselves and the strengths of their languages and cultures in their own right, not simply as bridges to the English language and mainstream American culture.

- ***International perspective***
  Jill Bell, York University

Research needs to include the development and use of the best standardized tests available as well as community-based research, narrative research, and teacher research. We need to continually ask whether we have identified the most important research questions.

A Research Agenda for Adult ESL gives funding agencies clear research priorities suggested by leaders in the field, gives researchers direction and support for specific projects, and gives practitioners a focus for improving adult ESL programs.

If you are doing research or developing programs focusing on any of the areas listed above, please let us know so your work can be included in this endeavor. NCLE plans to sponsor a working session at next year's TESOL Convention to continue the discussion and monitor progress. Contact Carol Van Duzer (carol@cal.org) or Joy Kreeft Peyton (joy@cal.org) at NCLE for more information.

The research agenda is available on NCLE's website at www.cal.org/ncle/agenda/index.html or by mail from the clearinghouse.

Using video as a spark, *A Day in the Life of the González Family* offers high beginning through intermediate level adult English language learners an opportunity to develop communication skills while acquiring cultural content knowledge relevant to their daily lives. A short video focuses on five members of an immigrant family from Mexico who live and work in Napa Valley, California. The experiences of this family—for example, looking for work, giving and receiving job evaluations, helping children at school, and communicating with co-workers—represent typical situations that immigrants may face, regardless of their language and cultural background.

The textbook, by NCLE's Carol Van Duzer and Miriam Burt, consists of ten thematic units that lead learners from guided language practice through the development of project-based activities. These activities support development in vocabulary, grammar, literacy, and problem solving. A teacher's guide, also written by VanDuzer and Burt, completes the package. The video, textbook, and teacher's guide can be ordered from Delta Systems Co. at (800) 323-8270, or www.delta-systems.com.

Publications Order Form

New ERIC Digests from NCLE

Using the World Wide Web with Adult ESL Learners

by Kate Silc

Presents reasons for using Web activities in adult ESL instruction, addresses the issue of preparing learners to use the Web, and suggests activities that use authentic learning experiences to enhance skills.

Using Multicultural Children's Literature in Adult ESL Classes

by Betty Ansin Smallwood

Discusses why and how children's literature can be used with adult English language learners and includes an annotated book list for five English proficiency levels.

Project-Based Learning for Adult English Language Learners

by Donna Moss and Carol Van Duzer

Provides a rationale for using project-based learning with adult English language learners, describes the process, and gives examples from one adult ESL program.

Improving Adult ESL Learners' Pronunciation Skills

by MaryAnn Cunningham Florez

Reviews the current status of pronunciation instruction in adult ESL classes, discusses factors that influence pronunciation mastery, and suggests ways to plan and implement pronunciation practice.

Current Concepts and Terms in Adult ESL

by MaryAnn Cunningham Florez

Besides providing thumbnail sketches of current terms, the Q&A lists several recent publications where these concepts are discussed more completely.

ERIC Digests (Free)*

- ❑ **Using the World Wide Web with Adult Learners** (December 1998)
- ❑ **Using Multicultural Children's Literature in Adult ESL Classes** (December 1998)
- ❑ **Project-Based Learning for Adult English Language Learners** (December 1998)
- ❑ **Improving Adult ESL Learners' Pronunciation Skills** (December 1998)
- ❑ **Current Concepts and Terms in Adult ESL** (November 1998)
- ❑ **Family and Intergenerational Literacy in Multilingual Communities** (June 1998)
- ❑ **Adult ESL Learners with Special Needs: Learning from the Australian Perspective** (June 1998)
- ❑ **Using Software in the Adult ESL Classroom** (March 1998)

**All 62 of NCLE's ERIC Digests are also on the Web at www.cal.org/ncle*

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62

ERIC Digests about adult ESL are available in full text on NCLE's website!

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Speaking of Pronunciation

from page 1

their existence so that they may be considered in creating realistic and effective pronunciation goals and development plans for the learners. For example, native-like pronunciation is not likely to be a realistic goal for older learners; a learner who is a native speaker of a tonal language, such as Vietnamese, will need assistance with different pronunciation features than will a native Spanish speaker; and a twenty-three year old engineer who knows he will be more respected and possibly promoted if his pronunciation improves is likely to be responsive to direct pronunciation instruction.

This article is excerpted from *Improving Adult ESL Learners' Pronunciation Skills* by MaryAnn Cunningham Florez, an ERIC Digest published in December 1998 by NCLE and available on our website at www.cal.org/ncle or by mail from the clearinghouse at 4646 40th St., NW, Washington, DC 20016-1859 or ncle@cal.org.

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Thanks to Sonia Kundert for NCLEnotes' new look!

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NCLE notes

Vol. 8, No. 2 • Winter 1999-2000

NATIONAL CLEARINGHOUSE FOR ESL LITERACY EDUCATION

www.cal.org/ncle

Reading in English

Adult English language learners bring to education programs varied reading backgrounds and experiences. Some are fluent readers in their native languages; some are not. Their views of literacy are influenced by the literacy practices of their cultures. Yet they all share the experience of learning to read in English, and they approach reading differently from the way native English speakers approach it. The following activities can help learners develop reading proficiency. The choice of activity depends on the needs of the learners, the nature of the texts read, and the demands of the reading task.

Reading Activities

1. Because good readers read with a purpose, learners should read texts that meet their needs and are interesting. Teachers can choose texts, or let the learners choose texts, that are relevant to the learners' lives. They also need to be exposed to texts that they are likely to encounter in everyday life, such as newspapers and magazines, work memos, schedules, and medical instructions.

2. In order to develop automatic recognition skills, learners who are preliterate or literate in a language with a non-Roman alphabet should be given opportunities to develop letter recognition and sound-symbol correspondence skills. This should not be done in isolation, but with familiar texts that they have practiced orally or heard before. For example, learners can identify words that begin with a certain sound in a dialogue they have worked with. Learners who are literate in their own language may find phonics instruction unproductive unless differences between their native language and English are pointed out. Spanish speakers, for example, need to know that the letter "a" can express more than one sound in English.

Vocabulary development also plays a role in automaticity. In texts where vocabulary may not be familiar, teachers can introduce key vocabulary in prereading activities that focus on language awareness, such as finding synonyms, antonyms, derivatives, or associated words. Modified cloze exercises, where examples of the target structure (e.g., prepositions) are deleted from a text and learners fill in as many blanks as they can, are also helpful.

3. Using appropriate strategies for various reading tasks increases comprehension, but acquiring an array of strategies is a long and difficult process. Nevertheless, such strategies as skimming for the main idea, scanning for specific information, predicting what a text is about or what will happen next, and making use of the context and illustrations to discover word meanings are critical for English language learners beyond the beginning level.

Continued on page 4

inside

Resource Updates _____ 2
News Notes _____ 3
NCLE Publications _____ 5

A Standards Sampler

Standards have been prominent in K-12 education reform as a way to promote high-quality education and accountability. Now, adult education programs are also developing standards, in part, as a response to the new Workforce Investment Act (WIA). Below is an annotated list of several major efforts related to adult education standards in the United States and Canada. (For an excellent in-depth article, see the cover article in the September 1999 *Focus on Basics* at http://gseweb.harvard.edu/~ncsall/fobw3ic.htm.)

National Reporting System

Not a standards project per se, this U.S. Department of Education, Division of Adult Education and Literacy (DAEL) project aims to develop an outcome-based reporting system for state-administered federally funded adult education programs, including adult ESL programs. State directors of adult education are working with DAEL and a contractor, AIR/Pelavin, on this effort. Visit http://www.air.org/nrs to read the draft guidelines (revised as of 10/99) and access related training materials.

Continued on page 6

NCLE is an adjunct ERIC Clearinghouse at the Center for Applied Linguistics CAL in Washington DC.

Resource Updates

The National Center for the Study of Adult Learning and Literacy (NCSALL) and World Education are happy to announce the publication of the first volume of ***The Annual Review of Adult Learning and Literacy.*** Produced and edited by NCSALL and published by Jossey-Bass, the review is a yearly book of commissioned articles for policymakers, scholars, and practitioners in adult literacy. Each annual review will feature articles on the year's most critical topics, annotated reviews of the best books, and journal articles and updates on evolving policy and research.

Volume One—which includes an article on adult ESL assessment by NCLE's Carol Van Duzer —is available for $34.95 (plus $6.50 shipping and handling) from Jossey-Bass, 350 Sansome Street, San Francisco, CA 94104, 1-800-956-7739. The book can also be ordered from the Web at www.josseybass.com.

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The NCLE website at www.cal.org/ncle added a feature called **Worth a Visit** in 1999. This annotated list of carefully selected Web links is organized by category and includes links for adult ESL learners, international literacy and language organizations, and online ESL publications. Every three months this feature will be updated, and new sites will be added. Visit this new feature on NCLE's website today for some up-to-the-minute ESL resources.

What Non-Readers or Beginning Readers Need to Know: Performance-Based ESL Adult Literacy is a 44-page booklet by Shirley Brod. Written for adult ESL instructors, it describes adult English learners and factors affecting their literacy development. It also looks at performance-based instruction, discussing what it is and why it should be used. Appendices include reprintable worksheets to use with literacy students and a list of Web and print-based resources for instructors. To order the booklet, call the Spring Institute for International Studies at 303-863-0188. For information about other publications, check the Spring's website at www.springinstitute.com/elt.

My History is America's History is an exciting new project launched by the National Endowment for the Humanities to encourage people to cherish, record, and share their family stories. Among the activities for classroom, home, and community are Web-based family trees, add-to collections of stories, and photo sleuthing and interview ideas. Information about preserving objects (including photographs, books, and fabrics) and links to many related genealogy resources should engage adult learners and teachers. Visit www.myhistory.org to begin your own journey!

The *My History* guidebook is available free ($3.75 for postage and handling) from My History, Pueblo, CO 81009, or call toll-free 1-977-634-4478.

Courtesy National Endowment for the Humanities

A one-hour **training video** ($50 including shipping and handling) is now available to accompany the short form of the **Basic English Skills Test (BEST)**. Developed by educators in Oregon, the video leads viewers through the oral test and shows them how to conduct and score interviews. Visit the Center for Applied Linguistics' website at www.cal.org/public/besvid.htm for details about ordering the video or call CAL at 202-362-0700, ext. 220.

News Notes

TESOL Navigates into the New Millennium

TESOL's 2000 convention, Navigating the New Millennium, will be held March 14-18, 2000, in Vancouver, British Columbia. For information about the event, contact TESOL at www.tesol.edu or by e-mail at conv@tesol.edu.

NCLE Presentations at TESOL 2000

NCLE staff will be making a number of presentations at TESOL 2000, and we invite you to join us. Also, be sure to visit NCLE's booth in the exhibit area!

- **Writing to Promote Reflection and Change**
  Joy Peyton and Carol Van Duzer
- **Instructional Strategies for Secondary School ESOL Students**
  Joy Peyton
- **Incorporating Critical Literacy in the Adult ESL Classroom**
  MaryAnn Cunningham Florez
- **Using Poetry with Adult English Language Learners**
  Joy Peyton
- **Research Directions in Adult ESL**
  Joy Peyton and Carol Van Duzer
- **Using Video and Text to Enhance Learning**
  Miriam Burt and Carol Van Duzer

Most Hispanics Are Bilingual

A recent marketing survey of the U.S. Hispanic population reports that 64% of Hispanics are equally proficient in English and Spanish. The 2000 edition of the U.S. Hispanic Market Study by Strategy Research Corporation includes information on Hispanic population and demographics, purchasing power, and politics. Read a summary of the report online at LatinoLink www.latinolink.com/news/1999/1104bili.htm.

The report itself (designed for commercial use) costs almost $700. For ordering information, see www.strategyresearch.com/blue.html or call 305-649-5400.

ESL Literacy/Civics Education Grants Awarded

January 18, 2000, is the deadline for the U.S. Department of Education's English Literacy and Civics Education Demonstration Grants Program. This initiative will help states and communities provide adult English learners with expanded access to high quality English literacy programs linked to civics and life skills instruction. This includes understanding and navigating the U.S. government system, the public education system, the workplace, and other key institutions. Approximately $7 million in discretionary grants will be awarded to support English literacy and civics programs to increase access and improve adult education English literacy services. You can find more information about the program at http://www.ed.gov/offices/OVAE/ELCIVICS.

LINCS Has a New Look

The National Institute for Literacy (NIFL) has redesigned and relaunched its LINCS website at http://novel.nifl.gov. The site serves as a central location for links to Web pages for many related projects such as listservs, regional literacy hubs, and specialized Web collections. Resources such as a calendar of literacy conferences, funding and policy information, and state and national directories complete the picture. The LINCS search engines locate literacy websites, online publications, and other literacy resources.

This redesign effort has taken a couple of years and has involved many literacy practitioners. Please give the site a visit and give the LINCS staff some feedback. NIFL itself now has a distinct website at www.nifl.gov/nifl/, reachable from an easy link on the LINCS site.

Fran Bids Farewell

After nine years at the National Clearinghouse for ESL Literacy Education (NCLE), I am making a move across the Potomac River to PBS in Alexandria, Virginia. I will be coordinating an online ESL project with PBS's LiteracyLink. The time here has flown by. I've enjoyed working at NCLE and editing this newsletter, which will continue under a new editor.

Fran Keenan

NCLE celebrates 10th birthday

NCLE Turns Ten!

On September 13, 1999, NCLE celebrated 10 years of service in the field of adult English language and literacy education. NCLE, an adjunct ERIC Clearinghouse, began operation in 1989 at the Center for Applied Linguistics (CAL) in Washington, DC. Our initial mission was to provide information, materials, and technical assistance on literacy education for adult English language learners (ELLs). Ten years later we are still going strong! We continue our work along with practitioners, administrators, literacy organizations, and policymakers in their efforts to address the growing needs of adult ELLs in the United States.

The staff thank all who have worked with and supported NCLE throughout the past 10 years. We look forward to many more!

Reading in English from page 1

4. Prereading activities that introduce the text encourage learners to use their background knowledge. Class members can brainstorm ideas about the meaning of a title or an illustration and discuss what they know. The teacher can highlight cultural assumptions inherent in the writing. Awareness of various text types and their styles (advertisements, recipes, editorials) is also helpful.

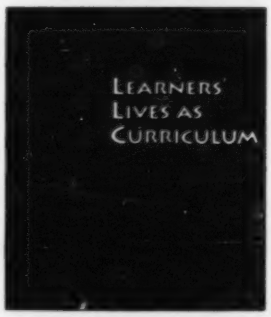
5. Evaluating texts for implicit values and assumptions is another important reading skill. Reading texts that present different opinions or different descriptions of the same situation help develop an awareness of how language reflects values. Texts that present an issue without presenting a solution, such as "Dear Abby" letters (without the replies), can lead to discussion and writing about differing points of view.

6. Good readers expect to understand what they are reading. Therefore, texts should contain words and grammatical structures familiar to the learners. However, it is not always easy to find texts that are both understandable and interesting for adult English language learners to read. Authentic reading material can often be written by the learners themselves and shared with each other.

7. Extensive reading for a sustained, uninterrupted period of time is not only valuable for developing vocabulary but is also an important way to develop reading proficiency and language acquisition in general. In class, learners can engage in Sustained Silent Reading (SSR) of materials they have chosen themselves. They can be encouraged to read outside of class by maintaining (and periodically turning in) reading logs that list what they have read and by making one- to three-minute oral presentations recommending a book, story, or article to their classmates.

This article is excerpted from Reading and the Adult English Language Learner, *an ERIC Digest published in August 1999 by NCLE, written by Carol Van Duzer. The digest is available on our website at www.cal.org/ncle; by mail from NCLE, 4646 40th Street, NW Washington, DC 20016-1859; or by e-mail at ncle@cal.org. To request a copy, please specify the title.*▼

The Latest



Learners' Lives as Curriculum: Six Journeys to Immigrant Literacy by Gail Weinstein is a teacher text and video that explore the use of learners' lives as the basis for English language and literacy development. The publication is the product of the work of learners and teachers at six sites involved in the California's Bay Area Immigrant Literacy Initiative. The video shows learners and teachers at the sites as they work on a variety of activities that incorporate stories from the learners' own life experiences. The teacher text outlines the concepts behind the curriculum and presents the practical knowledge gained by the staff.

Perfect for adult ESL staff development!

64

ERIC Digests about adult ESL are available in full text on NCLE's website!

www.cal.org/ncle

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From Delta

A Day in the Life of the González Family offers high-beginning through intermediate level adult English language learners an opportunity to develop communication skills while acquiring cultural content knowledge relevant to their daily lives. A short video focuses an immigrant family from Mexico who live and work in California. The textbook, by NCLE's Carol Van Duzer and Miriam Burt, consists of ten thematic units that lead learners from guided language practice through the development of project-based activities.

Both publications can be ordered from Delta Systems Co., Inc. at 1-800-323-8270 or www.delta-systems.com.

Publications Order Form

New ERIC Digests from NCLE

Refugees as English Language Learners: Issues and Concerns
by Peggy Seufert

Addresses some of the most commonly asked questions about current refugees, including questions on their ethnic origins, cultural orientation training overseas, and their instructional support service needs in the United States.

Using Videos with Adult English Language Learners
by Miriam Burt

Provides a rationale for using videos in instruction, presents guidelines for selecting and using them, discusses commercial videos, and looks at the future of instructional video use.

Reading and the Adult English Language Learner
by Carol Van Duzer

Describes major reading approaches, discusses what fluent readers do, and suggests ways to improve English reading skills for adult learners.

Poetry in the Adult ESL Classroom
by Joy Kreeft Peyton and Pat Rigg

Discusses ways to select and use poetry in adult language and literacy classes and provides information about poetry collections and resources for further reading.

Improving Adult English Language Learners' Speaking Skills
by MaryAnn Cunningham Florez

Describes what speaking involves and how good speakers express themselves. It also presents an outline for creating an effective speaking lesson and for assessing learners' speaking skills.

Native Language Literacy and Adult ESL Instruction
by Klaudia Rivera

Reviews recent research related to the role of native language literacy and describes program types and instructional approaches that incorporate learners' languages into instruction.

ERIC Digests (Free)*

- ❑ **Poetry in the Adult ESL Classroom** (December 1999)
- ❑ **Native Language Literacy and Adult ESL Instruction** (December 1999)
- ❑ **Refugees as English Language Learners: Issues and Concerns** (September 1999)
- ❑ **Using Videos with Adult English Language Learners** (August 1999)
- ❑ **Reading and the Adult English Language Learner** (August 1999)
- ❑ **Improving Adult English Language Learners' Speaking Skills** (June 1999)
- ❑ **Using the World Wide Web with Adult Learners** (December 1998)
- ❑ **Using Multicultural Children's Literature in Adult ESL Classes** (December 1998)
- ❑ **Project-Based Learning for Adult English Language Learners** (December 1998)
- ❑ **Improving Adult ESL Learners' Pronunciation Skills** (December 1998)

**All 64 of NCLE's ERIC Digests are also on the Web at www.cal.org/ncle*

***Send this form to:* Product Orders, NCLE/CAL, 4646 40th Street, NW, Washington, DC 20016-1859**

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A Standards Sampler

from page 1

Equipped for the Future

This multi-year undertaking led by the National Institute for Literacy has already involved many educators and learners and identified the skills adults need to know and the main roles in which those skills play a part. Now, content standards are being revised and field-tested. See the EFF website at www.nifl.gov/EFF for more information.

Canadian Language Benchmarks

Educators in Canada have developed a set of national performance standards for adult ESL instruction. In addition to the contents of the benchmarks themselves, a website (http://www.language.ca) provides descriptions of the Centre's programs and services, links to related sites, and an overview of the CLB process. The publications section contains numerous ESL and CLB-related materials (many online in full text).

TESOL Adult Education Program Standards

A draft version of the Adult Education Program Standards, identifying key criteria of a quality adult ESL program, was distributed at TESOL's 1999 convention and posted on the Web for feedback. Now being revised, the standards will be made available through TESOL's publications unit. Watch the TESOL website or NIFL-ESL listserv for an announcement. For more information, see *NCLEnotes*, "TESOL Defines Quality Programs" (Vol. 8, No. 1, p.4). (Go to www.cal.org/ncle to view past issues of this newsletter.)

TESOL also sponsored the development of K-12 ESL content standards. View these at www.cal.org.

State Standards

Several states have developed their own content and performance standards for adult ESL. Some, like Arizona, have begun posting these efforts on the Web. (View Arizona's ESL standards at www.ade.state.az.us/programs/assistance/Adult-Ed/standardsproj/default.htm.) If your state has information available about its ESL standards, especially on the Web, please contact MaryAnn Florez at NCLE (maryann@cal.org) with the information or the Web address. ▼